

**THE TEACHING OF GRAMMAR IN CONTEXT THROUGH  
WRITING ACTIVITIES AT MADRASAH TSANAWIYAH  
NEGERI MODEL MAKASSAR**

***PENGAJARAN TATA BAHASA SECARA KONTEKS MELALUI  
KEGIATAN-KEGIATAN MENULIS DI MADRASAH TSANAWIYAH  
NEGERI MODEL MAKASSAR***

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**GRADUATE PROGRAM  
STATE UNIVERSITY OF MAKASSAR  
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**PERNYATAAN KEORISINILAN TESIS**

Saya, Fadliah Magfirah, S.Pd.,

Nomor Pokok: 13B01081,

Menyatakan bahwa tesis yang berjudul “The Teaching of Grammar in Context through Writing Activities at Madrasah Tsanawiyah Negeri Model Makassar” merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan .....,

Tanggal 24 Agustus 2015

### ABSTRACT

FADLIAH MAGFIRAH. *The Teaching of Grammar in Context through Writing Activities at Madrasah Tsanawiyah Negeri Model Makassar*. (Supervised by Haryanto and Abdul Halim)

This study aimed at investigating about the teaching of grammar in context through writing activities at MTsN Model Makassar. The focus of this research was the implementation of teaching grammar in context through writing activities, the advantages of teaching and learning teaching grammar in context through writing activities, and the difficulties faced by the students in learning grammar in context through writing activities.

This research employed descriptive qualitative research method. The instrument of this research involved observation, in-depth interview and documentation. The subject of this research consisted of one English teacher and ten students. The data analysis was employed based on procedure of data analysis suggested by Miles and Huberman (1994) that consisted of steps data collection, reduction, display and conclusion drawing/verifying.

The result of this study showed that the implementation of teaching grammar in context through writing activities at MTsN Model Makassar consisted of warming up the students, explaining how to make a sentence, explaining how to make a paragraph, asking students to write, asking students to submit their writing, collecting students' writing and writing down some sentences on the whiteboard, and explaining the form of the sentences. The kinds of writing activities are writing descriptive text,

writing letter and writing e-mail. The advantage of teaching grammar in context through writing activities is the teacher become more creative in teaching English especially grammar in the classroom and the advantages of learning grammar in context through writing activities are the students don't need to memorize the formula and they are more motivated in learning English because the example given based on their daily experience. The difficulties faced by the students in learning grammar in context through writing activities are the students' lack of vocabularies and limited time given.



### ABSTRAK

FADLIAH MAGFIRAH. *Pengajaran Tata Bahasa dalam Konteks melalui Kegiatan-kegiatan Menulis di Madrasah Tsanawiyah Negeri Model Makassar*. (Dibimbing oleh Haryanto dan Abdul Halim)

Penelitian ini dilakukan untuk mengetahui tentang pengajaran tata bahasa dalam konteks melalui kegiatan-kegiatan menulis di MTsN Model Makassar. Fokus penelitian ini adalah penerapan pengajaran tata bahasa dalam konteks melalui kegiatan-kegiatan menulis, manfaat-manfaat dari pengajaran dan pembelajaran tata bahasa dalam konteks melalui kegiatan-kegiatan menulis, dan kesulitan-kesulitan yang dihadapi siswa dalam pembelajaran tata bahasa dalam konteks melalui kegiatan-kegiatan menulis.

Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara mendalam dan dokumentasi. Subjek dalam penelitian ini terdiri dari 1 guru bahasa Inggris dan 10 siswa. Analisis data dilakukan berdasarkan prosedur analisis data yang disarankan Miles dan Huberman (1994) yang terdiri dari langkah pengumpulan data, redaksi, penyajian dan kesimpulan/verifikasi.

Hasil penelitian ini menunjukkan bahwa penerapan pengajaran tata bahasa dalam konteks melalui kegiatan-kegiatan menulis di MTsN Model Makassar terdiri dari pemanasan terhadap siswa, penjelasan tentang bagaimana membuat kalimat, penjelasan tentang bagaimana membuat paragraph, meminta siswa untuk menulis, meminta siswa mengumpulkan tulisan mereka, mengumpulkan tulisan siswa dan

menulis beberapa kalimat di papan tulis, dan menjelaskan bentuk dari kalimat tersebut. Jenis-jenis dari kegiatan menulis adalah menulis teks deskriptif, menulis surat dan menulis e-mail. Manfaat dari pengajaran tata bahasa dalam konteks yaitu guru menjadi lebih kreatif dalam mengajarkan bahasa inggris terutama grammar dan manfaat dari mempelajari tata bahasa dalam konteks adalah siswa tidak diharuskan menghafal rumus dan mereka lebih termotivasi dalam belajar karena contoh yang diberikan berdasarkan pengalaman mereka sehari-hari. Kesulitan yang dihadapi siswa dalam belajar tata bahasa dalam konteks melalui kegiatan-kegiatan menulis adalah kurangnya kosakata dan terbatasnya waktu yang diberikan.

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## LIST OF ABBREVIATIONS

Abbreviation	Meaning
Rr	: Researcher
S1	: Student 1
S2	: Student 2
S3	: Student 3
S4	: Student 4
T1	: Teacher 1

## CHAPTER I

### INTRODUCTION

#### A. Background

The teaching of English nowadays is very challenging to both teacher and students. It can be seen from the process of learning English where the students learn English started from junior high school until senior high school even at university. However, some students fail in understanding grammar comprehensively since their experience about grammar is all about a collection of patterns or formulas.

The teaching of grammar in the form of patterns or formulas seems too mechanical. The students, moreover, sometimes feel bored since there are too many patterns that they have to memorize. Besides, the grammar patterns which are



explained to students sometimes make them confused also. It is different from the principle of teaching and learning where students ideally feeling relaxed and enjoy in learning.

Learners, however, should study grammar to be effective language users because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand.

There has always been a debate about the most effective way of teaching grammar. According to Mart (2013), teaching grammar in context positively affects learners' competence to use grammatical structures accurately in language skills. It is useful for learners to see how language works in sentences or paragraphs. Therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences.

By the time of the development of teaching and learning theories, teaching grammar in context will help students to acquire the nature of language. It will facilitate the students in understanding the language since teaching grammar in context through writing doesn't make students focus on a collection of patterns or formulas. Moreover, the students are potentially confused or they may forget those grammar patterns since the formulas are complicated for students.

Writing, moreover, is one of communicative needs that should be arranged in good language learning. As Harmer (1991:53) points out that writing skill is expected

to be correct. Every speaker or writer is expected to be able to utter a language in a good utterance. A correct language is meaningful, systematically, and based on grammatical structure. Meanwhile, a good language is ethic, logic, and rational in situational and contextual. These are expected in writing.

Teaching grammar in context of writing make students see the teaching of grammar from different point of view. In writing activities, students are supposed to express their ideas in the form of writing then it's corrected by the teacher. This process seems as teaching grammar indirectly or unconsciously. In such a way the students can master the grammar without memorizing the patterns or formulas one by one.

Based on the preliminary interview that the researcher did on April 30<sup>th</sup>, 2015, the researcher found that the English teachers at Madrasah Tsanawiyah Negeri Model Makassar use contextual teaching and learning as their method in teaching process. The researcher also found that students' knowledge of grammar is still low. They are still difficult to differentiate verb, noun, adjective and adverb in the sentences.

The teachers, therefore, use contextual teaching and learning method in their teaching process in order to increase the students' knowledge of grammar. Based on the students' perceptions, they feel helpful with the method because they learn about grammar indirectly through the writing activities. Teaching grammar in context through writing activities give the students chance to enjoy the process of teaching grammar.

Finally, based on the previous background, it cannot be denied that grammar is one of the most important elements in English language learning. That is why, it is urgent to conduct a research which describe the process of teaching grammar in context through writing activities.

### **B. Research Questions**

Based on the previous background, the researcher formulates some research questions that will guide this research. They are:

1. How is the implementation of teaching grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar?
2. What are the advantages of teaching and learning grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar?
3. What are the difficulties faced by students in learning grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar?

### **C. Research Objectives**

In conducting this research, the researcher expect to reach some points which are related to the problems formulated in the research questions. The aims of this research are:

1. To describe the implementation of teaching grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar.

2. To find out the advantages of teaching and learning grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar.
3. To find out the difficulties faced by students in learning grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar.

#### **D. Research Significance**

There are two significances of this research. They are:

##### **1. Theoretically**

Theoretically in learning a language especially English, grammar is an important part to be learned since it will help learners to organize words and messages and make them meaningful. Therefore, developing English teaching method to improve students' grammar knowledge is very important.

##### **2. Practically**

###### **a. Significance for students**

By this research, it is expected that the students will be facilitated in mastering grammar by the implementation of teaching grammar in context through writing activities.

###### **b. Significance for teachers**

By this research, it is expected that English teachers will improve and elaborate some methods in teaching grammar in order to make students become

easier in mastering grammar. Finding advantages of teaching and learning grammar in context through writing activities, teaching and learning process will be better since teachers will use the appropriate method in teaching grammar. Besides, knowing difficulties of learning grammar in context through writing activities, it will become reference for teachers in order to focus on finding out an appropriate way to overcome students' difficulties in learning grammar.

#### **E. Research Scope**

The scope of this research is viewed in three aspects namely, discipline, content, and activity.

1. By discipline, this research is under the applied linguistic as major of developing theory.
2. As far as this research is concerned, the content of this research will cover the implementation, advantages of teaching and learning grammar in context through writing activities. Besides, it describes the difficulties faced by students in learning grammar in context through writing activities.
3. Concerning with activity, this research is limited to the teacher's and the students' activities in teaching and learning grammar by the implementation of teaching grammar in context through writing activities.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The main points of the review of related literature consist of previous related research findings, some pertinent ideas, and conceptual framework.

#### **A. Previous Related Research Findings**

Many researchers had analyzed teaching grammar in context in their researches. There were some previous research findings related to teaching grammar in context have been conducted.

Nunan (1998:101) suggests that grammar instruction will be more effective in classrooms where: learners are exposed to authentic samples of language so that the grammatical features being taught are encountered in a range of different linguistic and experiential contexts, it is not assumed that once learners have been drilled in a particular form they have acquired it, and drilling is seen only as a first step towards

eventual mastery, there are opportunities for recycling of language forms, and learners are engaged in tasks designed to make transparent the links between form, meaning, and use, learners are given opportunities to develop their own understandings of the grammatical principles of English by progressively structuring and restructuring the language through inductive learning experiences which encourage them to explore the functioning of grammar in context, and over time learners encounter target language items in an increasingly diverse and complex range of linguistic and experiential environments.

Sharaf (2011:III) on his findings conclude that there were statistically significant differences between both groups in favor of the experimental one due to the strategy of teaching grammar in writing contexts. This study recommended the importance of using the strategy of teaching grammar in writing contexts in English language teaching to give better results in students' achievement of English language. Also, the researcher suggested using, activating, and implementing this strategy on the other skills of the English language.

Mart (2013:124) found that grammar instruction is one of the most difficult issues of language teaching. Context-based grammar holds an important place for effective learning. It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language.

To summarize, some previous studies above show that teaching grammar in context through writing can help the learners in mastering grammar easily. Students can improve their grammar knowledge through this method.



## **B. Some Pertinent Ideas**

### **1. Grammar**

#### **a. The definition of grammar**

There are some definitions of grammar quoted from experts. Larsen-Freeman (2000) defines grammar as rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition of grammar by Thornbury (1999:13), grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.

Swan (1995:xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Crystal (2004) expresses that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English.

Abu Jeld (2004:2) clarifies grammar as the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers.

Based on the experts' definitions of grammar above, it can be concluded that grammar is rules of how words and their component parts are combined to make sentences.

b. The role of grammar in English language

According to Lin (2010: 13), grammar is the central heart of language, and is a tool to help learners' comprehension of the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules. Brown (2007) stresses that without grammatical structure, the use of language could easily become chaotic and might not be understandable.

Furthermore, Nunan (1998) strongly supported grammar teaching because grammar helps learners perform in their target languages better. He also reported that students cannot communicate well if they did not have a fundamental level of grammar.

According to Lin (2008: 3), the role of grammar is to help students discover the nature of language, i.e., language consists of predictable patterns that make what we say, read, hear, and write intelligible. As Lin (2008: 3) stated, without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence.

Wu (2007: 20) reminds language teaching professionals that neglect grammar in teaching could lead students to think that sloppy English is tolerated, which is an undesired mind-set for L2 learners to have. The arguments for the influential role of accuracy are advanced here in particular to support the researcher's belief that spoken accuracy is critical for L2 learners' communicative skills; it is even more consequential for English teacher candidates' teaching quality. However, both accuracy and fluency are important qualities in one's performance. That is, efforts paid to improve one should not diminish the significance of the other.

Rather than teach all grammatical instructions to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication, and teachers should also be more sensitive to provide meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction.

c. The importance of grammar in language teaching and learning

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. According to Widdowson (1990), a learner can be said as mastering a language (having competences) if he fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language .

According to Greenbaum (1991: 7), the importance of grammar is justified by several reasons. Grammatical knowledge is necessary for recognition of grammatical structures which is often essential for punctuation, and is helpful in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis. A study of the grammatical resources of English is useful in composition, particularly in helping the writer to evaluate the choices available to him when he comes to revise an earlier written draft.

Greenbaum (1991) notes that studying grammar is rather based on a practical consideration. He explains that learning how to use a dictionary (for the pronunciation of words, for example) is less difficult for students than to refer to a grammar book. The ability to use a grammar book requires a certain amount of grammatical knowledge, which is provided by instruction; this instruction includes learning different word categories and acquaintance with grammar rules.

Moreover, Swan (1995:5) emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991:22) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.

Azar (2007) highlights the significance of teaching grammar as one important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds,

pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric.

Ellis (2006:84) writes grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and / or production so that they can internalize it.

Richards and Renandya (2002:152) point out two good reasons for teaching grammar:

#### 1) Comprehensibility

Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well.

#### 2) Acceptability

In some social contexts, serious deviance from native-speaker norms can hinder integration and excite prejudice- a person who speaks badly may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for more comprehensibility.

Azar (2007) notes down the benefits of grammar teaching as one of the principal benefits of GBT (Grammar-Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Students can understand grammar concepts with simplified terminology, with a minimum of metalanguage and grammatical analysis, and even without definition of key terms such as noun or verb.

Mulroy (2003:118) states the importance of grammar teaching as sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved and that mean everywhere.

Grammar is a study in which sentences are structured and formatted, it may be considered a bit boring to study correct grammar since it is really worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

Grammar is the basic knowledge and skill for understanding and using the language naturally. As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said that grammar plays an important role in how learner can master a language. Without

learning grammar, learners cannot arrange sentences properly and without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

## **2. Writing**

### **a. Definition of writing**

Byrne D. (1990:1) defines that writing is the use of graphic symbol, letter combinations of letter which relate to the sounds we make when speaking. As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways.

Harmer (2004) defines that writing is as a process and the influence of genres force. It is a form of thinking, but it is thinking for a particular audience, and for a particular occasion. One of the important tasks as a writer to master the principles of writing and thinking that will help to achieve goals.

Nunan (2003:98) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Based on the theories above, writing is an act of putting letters, symbols, numbers, or words on paper which is used to express and explain ideas. Specifically, writing is the expression of language in the form of symbols, letters, or words. Furthermore, it can conclude that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

b. The nature of writing

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form since writing is a means of communication.

Brown (2001) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skill not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting, and procedure. Skills are also important in writing activity.

Nunan (2003) writes successful writing involves mastering the mechanics of letter formation and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of paragraph and the complete text to reflect given/new information and topic/comment structures, polishing and revising one's initial efforts, and selecting an appropriate style for one's audience. It can be concluded that if students want to be



successful in writing, they must do some steps, and each step involves the grammar rule, spelling, punctuation, how to organize content at the level of paragraph.

c. The characteristic of good writing

According to Hogue (1999) good writing is more than just using correct grammar; it is also thinking, planning, checking, and revising. So, the writing process needs thinking, planning, good idea and good grammar to make a good writing.

d. The importance of writing

Heaton (1991) also stated some reasons about the importance of writing. According to him, writing is used to help students in the learning process. The reasons for that are follows:

1. Writing reinforces the grammatical structure, idioms and vocabulary that have been teaching to the students;
2. When the students write, the necessarily become very involved with the new language, the effort to express.

When the students write, they also have a change to be adventurer with the language, to go beyond what they have learned to say, to take risk.

e. The grammatical errors in writing

The examples of the grammatical errors that are found in the students' writing:

1) Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

Examples:

1. Birds flew.

(S) (V)

2. The baby cried.

(S) (V)

3. The student needs a pen.

(S) (V) (O)

4. My friend enjoyed the party.

(S) (V) (O)

Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied.* Intransitive; *A student studied books.* Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asian, information, appearance.

## 2) Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: “When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud “pop!” Even my friends heard it. The teachers called my parents, who came quickly.”

## 3) Pronoun

Personal pronouns are words such as: A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

1. First person pronouns, example words that represent or include the speaker or writer.

Singular: *I, me, my, mine*

Plural: *we, us, our, ours*

2. Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular: *you, your, yours*

Plural: *you, your, yours*

3. Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular: *he, him, his, she, her, it, its*

Plural: *they, them, their, theirs*

f. Writing activities

Writing activities include:

1. Writing a letter;
2. Writing an e-mail;
3. Writing an advertisement;
4. Writing an invitation;
5. Writing a descriptive text;
6. Writing a narrative text;
7. Writing a recount text, etc.

### 3. Teaching Grammar in Context

#### a. Definition of grammar in context

According to Sharaf (2011), exploring grammar in context is a guide to some key features of English grammar. Exploring grammar in context is different from traditional grammar books because many of the examples are taken from real contexts of grammar in use. These authentic examples show speakers and writers using the language to communicate in a wide variety of contexts.

Like most grammar books which often illustrate grammatical forms by means of single sentences, several of the examples involve single sentences. But in here, the emphasis on grammar in context means that the examples also frequently contain several sentences or short conversational extracts and show grammar at work across the boundaries of the sentence or the individual speaking turn. This technique regularly draws attention to grammar as choice and gives the learner opportunities to exercise grammatical choice in relation to particular contexts in which the language is used (Carter et al., 2000: vii).

Weaver (1996: 32) defines that contextualized grammar is using grammar via context or situations. The general conclusion from ninety years of research is that teaching grammar in isolation does not seem to have much effect on the writing of more than a few students. There is little transfer from grammar exercises to authentic writing. In addition, Hillocks and Smith (1991:591) say that a focus on sentence generating, combining, and manipulating is much more helpful to writers than traditional grammar instruction.

b. The importance of teaching grammar in context

Thornbury (1999:69) states that learning grammar in context will allow learners to see how rules can be used in sentences. Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase.

Harmer (1991:56-57) stresses that the teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written. Teaching grammar in context will give learners an opportunity to understand how language works and this will improve their communication skills. Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context.

Wajnryb (1990:6) says that accuracy in language acquisition plays an important role to understand both speaking and writing performances. Context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills.

Hadley (2003:152) points out that context-based instruction have always been useful for learners. Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence.

Brown (1980:189) explains the advantages of context-based teaching as a single sentence can seldom be fully analyzed without considering its context. We use

language in stretches of discourse. We string many sentences together in cohesive units such that sentences bear interrelationships. Both the production and comprehension of language are a factor in our ability to perceive and process stretches of discourse, to formulate representations of meaning from not just a single sentence, but referents in both previous sentences and following sentences.

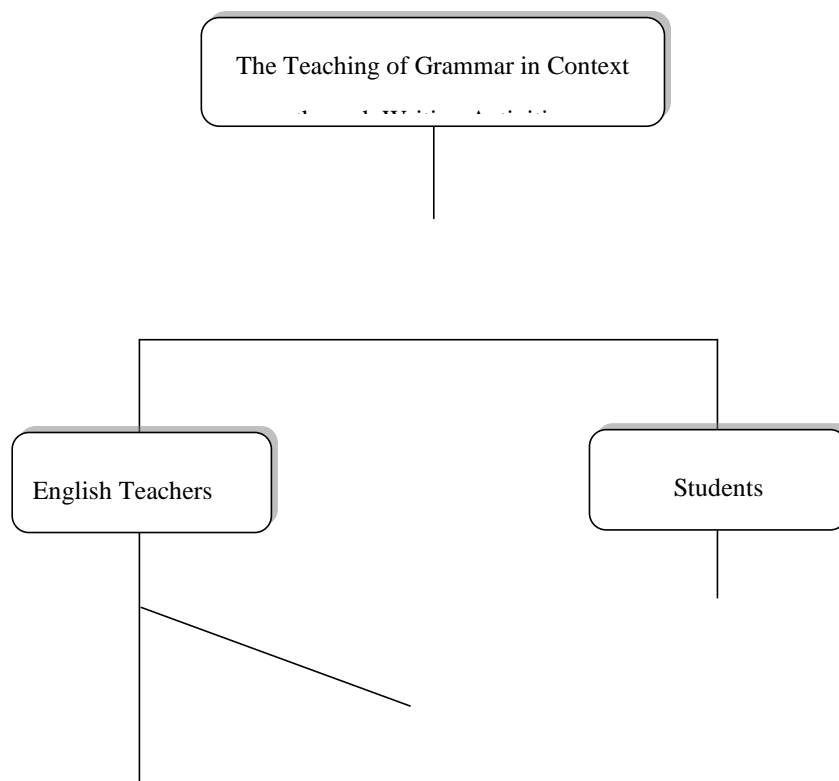
Anderson (2005) says that teaching grammar in context provides a meaningful framework that connects to reality in the targeted language. Nunan (1998:103) stressing the advantage of teaching grammar in context writes an approach through which learners can learn how to form structures correctly and also how to use them to communicate meaning. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. Many researchers stress the fact that learners need to experience grammatical conventions in various contexts in order to control and use them correctly (Anderson, 2005).

Riddell (2003:46) states some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting and they see or hear the target language before having to focus on it.

Context-based teaching will help learners how grammar structures function in context that will give them an opportunity to develop their comprehension of the grammar rules.

### C. Conceptual Framework

It is intended to know about English teachers implementation and perception of the teaching grammar in context through writing activities. Students' perceptions about advantages and difficulties in learning grammar through writing activities also become the focus of this research. In this research, the conceptual framework is given in the following diagram as follows:





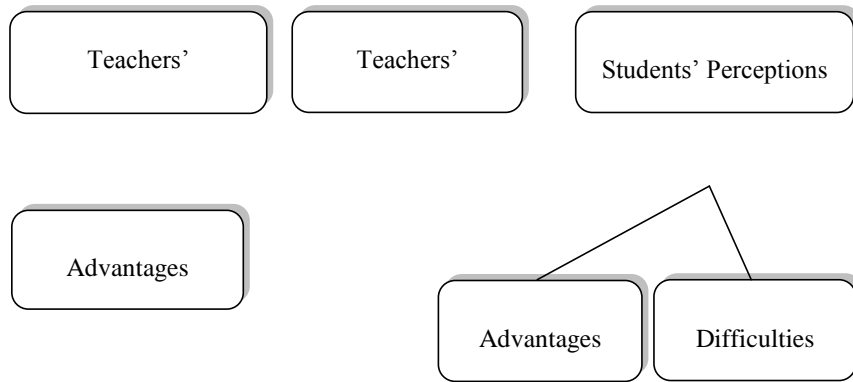


Figure 2.1 Conceptual Framework

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter provides brief information about how this research was conducted. This part deals with the description of research design, research subject, research instruments, procedure of collecting data and technique of data analysis.

##### **A. Research Design**

This research study was complemented by a qualitative research design. It was used to describe about the implementation of teaching grammar in context through writing activities and to find out advantages and difficulties of teaching and learning grammar in context through writing activities. Gay et.al (2006:175) states that descriptive research determines and describes the way things are. Further, descriptive research involves collecting the data to answer questions about people's opinions on some topic or issue. In this case, the researcher collecting non-numerical data which will contribute to the understanding of the subject studied.

The steps of conducting this research through the descriptive qualitative research were basically the same as the other types of research. According to Gay et.al (2006:401) steps of conducting research are identifying the research topic, reviewing the literature, selecting the participants, collecting the data, analyzing and interpreting the data, reporting and evaluating the research.

## **B. Research Subject**

This research was conducted at Madrasah Tsanawiyah Negeri Model Makassar. In conducting this research, purposive sampling was used to select the sample of this research. Creswell (2012:206) states that in purposeful sampling, researchers intentionally select people who can best help us understand the phenomenon. Therefore, it will develop a detailed understanding that might provide useful information, help people learn about the phenomenon and give voice to silenced people.

The subjects of this research were the English teacher and students of Madrasah Tsanawiyah Negeri Model Makassar. The researcher interviewed the English teacher about his implementation and perception of teaching grammar in context through writing activities and its advantages. The researcher also interviewed the students' perception about advantages and difficulties of learning grammar in context through writing activities. The ones chosen to be interviewed have some reasons: (1) the selected participants both English teacher and students are surely can contribute to the understanding of the research, (2) the students chosen are the ones who attend the class regularly in order to facilitate the researcher in collecting the data.

### **1. The profile of Madrasah Tsanawiyah Negeri Model Makassar**

Based on the documentation that took on April 30<sup>th</sup> 2015, the document showed that Madrasah Tsanawiyah Negeri Model Makassar is known as one and only Madrasah which is predicated as a Model in Makassar. It is known as a Model since 1991. It is located in Jl. A.P. Pettarani No.1A, Makassar.

The structure of Madrasah Tsanawiyah Negeri Model Makassar consists of The Principal, Vice Principal, Vice Principal of Curriculum Affairs and Vice Principal of Student Affairs.

#### **a. Vision and missions of Madrasah Tsanawiyah Negeri Model Makasar**

In the documentation that found on april Madrasah Tsanawiyah Negeri Model Makassar has some visions and missions. They are:

##### **1) Vision**

Realizing the human resources of high quality in IPTAK and IMTAQ and also be able to actualize themselves in society.

##### **2) Missions**

1. Organizing the educational system which is oriented to the quality of improvement.
2. Making the students to be faithful and devoted to God Almighty.

3. Making the students to be able to understand the teachings of their religion and practice it in daily life in accordance with the development of science and technology.
4. Creating a clean environment, beautiful, comfortable and religious.

b. Teacher and Staff

There are 101 teachers and staff in Madrasah Tsanawiyah Negeri Model Makassar including school principal, teachers, staffs and securities that contribute for employing teaching and learning process in this school. Their educational background could be various levels; there were graduated from doctorate, magister, undergraduate, diploma and senior high school.

c. Student

Madrasah Tsanawiyah Negeri Model Makassar has 1120 students for all grades. As a detail, in VII grade there were 360 students who are divided in 9 classes, in VIII grade there were 360 students in 9 classes also, and in IX grade there were 400 students who are divided in 10 classes. Further the total of students could be seen in the table below:

Table 3.1 The Number of Students in Madrasah Tsanawiyah Negeri Model Makassar

No	Number of Class	Total
1.	Class VII	360 Students
2.	Class VIII	360 Students
3.	Class XI	400 Students

Madrasah Tsanawiyah Negeri Model Makassar also provides a class for the students who have high intelligence. It is called Accelerated Learning class. The Program of Accelerated Learning only has one class for the first semester and one class for the second semester.

#### d. Facilities

Based on observation that conducted on April 30<sup>th</sup> 2015, the researcher found that there were some facilities in Madrasah Tasanawiyah Negeri Model Makassar, such as, building and internet facilities. Building facilities consist of classroom, teacher's room, office, computer laboratory, multimedia room, library, mosque, canteen, school hall, and toilet.

## 2. Classroom situation

The subject of my research was class VII 10 which consists of 36 students, 16 male students and 20 female students. In the classroom there are desks, table, whiteboard, cupboard, pictures, class management, and dustbin. The sitting arrangement of the class is U shape; it makes the teacher easy in controlling and monitoring the students in teaching and learning process.

### 3. The profile of English teacher

English teacher at Madrasah Tsanawiyah Negeri Model Makassar was also become the subject of this research. The following is the profile of the research subject.

Name : Asriadi, S.Pd.

Birth of date : 2<sup>nd</sup> Mei 1988

Place : Lagoga

Educational Background :

- SD : SD 108 Peneki
- SMP : Madrasah Tsanawiyah Putra 2 As'adiyah Pusat Sengkang
- SMA : Madrasah Aliyah Macanang. Kec. Majauleng. Kamp.3
- S1 : Pend. Bahasa Inggris, Fak. Tarbiyah dan Keguruan, UIN Alauddin Makassar

Club Meetings : New Generation Club (NGC), Benteng Panyua English Club (BPEC)

Trainings :

- Pengembangan KTSP
- Pengembangan K13
- Revisi penilaian otentik K13

Teaching experience :

- MTs & MA As'adiyah Sengkang
- Jakarta Intensive Learning Centre (JILC)
- Philippines Indonesian American School (PIA)
- Marshan Private
- ACP
- PIKIH Program at UIN Alauddin Makassar
- Madrasah Tsanawiyah Negeri Model Makassar

In 2008, he was called by the principal of Madrasah Tsanawiyah Negeri Model Makassar at the time, Dr. Hj. Yuspiani, M.Pd. to teach English at Madrasah Tsanawiyah Negeri Model Makassar as a teacher. The reason to choose him is because he has conducted PPL (Praktek Pengamalan Lapangan) at Madrasah Tsanawiyah Negeri Model Makassar in 2007 and he has a good record during the program.

### **C. Research Instruments**

In conducting this research, the researcher used three instruments. Here are those instruments:

#### **1. Observation**



In this research, the researcher observed the situations happening during teaching and learning process. As it has been noted by Gay et.al (2006) that in observation, the researcher obtain the data by simply watching the participants. After that, the researcher made field-note. (see appendix 1)

## **2. Interview**

The data of this research was collected through an interview. The type of the interview was semi-structured interview. By using semi-structured interview, the subjects of this study were asked some questions related to their opinion about implementation of teaching grammar in context through writing activities, advantages of teaching and learning grammar in context through writing activities, and difficulties of learning grammar in context through writing activities. (See app.2&3)

## **3. Documentation**

The document is a record of events that have been passed which consists of various forms such as, text, images, works of monumental, diaries, life histories, stories, and so on. Therefore, to study the objective conditions of English subject at Madrasah Tsanawiyah Negeri Model Makassar, the researcher examined various types of records, such as lesson plan, teaching material of English subject, and photos of Madrasah Tsanawiyah Negeri Model Makassar. (See app.7)

## **D. Procedure of Collecting Data**

There were some procedures set by the researcher in collecting data from the chosen subjects. Here are the following procedures:

1. The researcher asked for permission from the principal of Madrasah Tsanawiyah Negeri Model Makassar.
2. The researcher decided which English teacher and students will be chosen.
3. The researcher observed the English teacher and students when the process of learning.
4. Next, the researcher met the English teacher and students one by one and told them about this research.
5. The researcher then interviewed the English teacher to know his perception about the implementation and advantages of teaching grammar in context through writing activities.
6. The researcher also interviewed the students to know their perception about the advantages and difficulties of learning grammar in context through writing activities.
7. The researcher recorded the interview.

### **E. Technique of Data Analysis**

The technique of data analysis followed the following steps: data reduction, data display, and conclusion drawing/ verification (Miles and Huberman, 1994).

#### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in written up transcriptions. The data are summarized, sorted, and organized in such a way that the researcher starts to draw conclusions. In this stage, the researcher will reduce the data based on the problem of this research. The data will be taken from the result of observation and interview in which the data will be explored in findings.

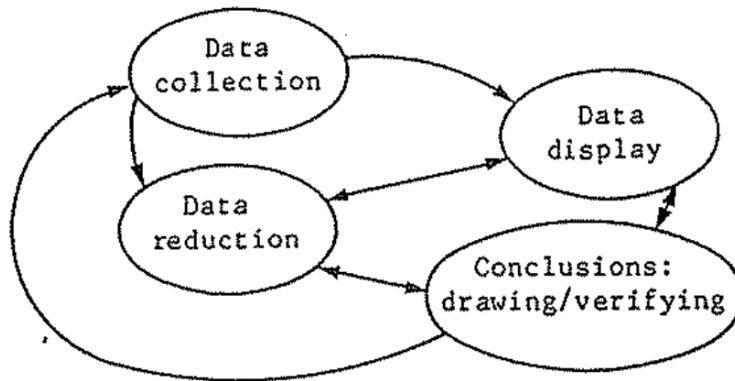
## **2. Data display**

This is a continual process of analysing the data. The researcher will display the data into narrative text. The form of display data in this research is descriptive text. The descriptions will be based on the data collected through observation and interview. Here, the data will be explained that connected with previous researches.

## **3. Conclusion drawing/verification**

In this stage, the analysis should allow the researcher to begin to develop conclusion regarding this research based on the data display. The preliminary conclusion is tentative. It also can be changed based on the supporting data collected. However, if the conclusion has been valid and consistent, the conclusion can be stated as credible.

The process in this research is given in the following diagram as follows:



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections: the findings of the research and discussion of the findings. The findings are presented as data display. The discussion presents the description of teaching grammar in context through writing activities. It covers the implementation, the advantages and the difficulties of teaching grammar in context through writing activities.

#### A. Findings

The findings reported in this chapter are based on the analysis of the data collected and the application of the methods described in the previous chapter. It has been stated there that the study is descriptive qualitative research method by which the implementation, the advantages and the difficulties of teaching grammar in context through writing activities are described. It deals with the data collection from observation, interview and documentation.

#### **1. The implementation of teaching grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar**

In this case, the researcher focused on finding the implementation of teaching grammar in context through writing activities. The findings could be explored by conducting observation and interview. There were four times meeting of observation

and two times of interview conducted by the researcher. Beside, the interview of students also was involved for supplementing the data. Consequently, the following would be presented:

a. The steps in implementing teaching grammar in context through writing activities

Based on the data collected through observation, the implementation of teaching grammar in context through writing activities consist of several phases. Regarding with the implementation process of the teaching grammar in context through writing activities, the data can be represented in the observation quotes as follows:

FN 02

“...the teacher warms up the students by asking some vocabulary related to daily activities. Then, the students take turn to mention some vocabulary while the teacher writes down the words on the white board. After that, the teacher gives explanation how to arrange the words in a sentence and becomes a paragraph. Then, the teacher asks the students to start making writing about their daily activities at least two paragraphs. In the process of writing, teacher walks around the students to check the students’ writing. At the end of writing process, the students submit their writing to the teacher. The teacher, then, takes some of the students’ writings and writes down some sentences on the white board based on what the students have written. From the sentences written on the white board, the teacher explains the form of the sentences. In other word, the kind of tenses is used in the sentences.” (Observed: on Monday, 12<sup>th</sup> April 2015 at 12.45 p.m.)

Based on the description illustrated above, the process of teaching grammar in context through writing activities was started by warming up the students with several questions related to the topic that would be given. In this case, the students have had chance to explore their vocabulary before they started to do writing. The students take

turn in mentioning vocabulary related to the topic given. Taking turn to mention vocabulary, engaged the students to think and mention the words that they have in their mind. By asking students to mention some vocabulary related to the topic given can facilitate the students to explore their idea in writing since they just need to construct sentences by using the vocabulary mentioned before. Then, the teacher wrote down the words on the whiteboard. Teacher wrote down the words to help the students who do not know the written of the words.

The process of warming up the students could be described with the framework as follows:

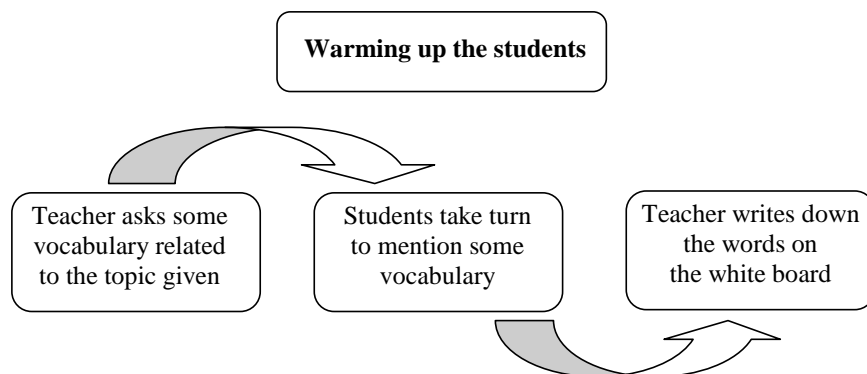


Figure 4.1 The Process of Warming up the Students

Afterwards, the teacher gave explanation on how to construct the students' idea become sentence and a good paragraph. Regardless of this case, it can be

inferred that the way of teaching grammar in this process of learning was the teaching grammar in context through writing activities.

Supporting the finding through the observation of the implementation process of the teaching grammar in context through writing activities, the teacher gave information through interview as the following quote:

*“...kalau kita mengajar dengan cara ini kita tidak perlu menggunakan rumus-rumus tenses. Cukup kita jelaskan tenses itu digunakan dalam konteks apa atau situasi apa. Misalnya, kalau kita mengajarkan tentang simple present, kita arahkan anak-anak kepada kebiasaan mereka dalam kehidupan sehari-hari. Contoh, saya beri contoh ke anak-anak “saya pergi ke sekolah jam 7 pagi” terus saya tanya mereka apa bahasa Inggrisnya. Setelah di bahasa inggriskan, saya beri mereka beberapa contoh kalimat biasa juga siswa yang saya minta memberi contoh kalimatnya kemudian di translate secara bersama-sama. Biasa juga saya bawa gambar anak-anak terus saya minta buat kalimat sesuai dengan gambar yang ada. Nanti setelah banyak kalimat yang dibuat barumi kita jelaskan ke siswa kedudukan tiap kata yang ada dalam kalimat tersebut....”*

[... if we teach by using this way, we do not need to use tense forms. We just explain in what context and situation of the tense are used. For instance, if we are teaching simple present, we guide the students to their daily activities. For example, I give an example to the students “Saya pergi ke sekolah jam 7 pagi.” then I ask them, how to say it in English? After translating into English, I give them several sentences. I sometimes ask the students to give an example of a sentence and we translate it together. Sometimes, I also bring pictures for the students then I ask them to make sentences based on the pictures. After we have several sentences made by students, then we explain part of speech of each word in the sentence...] (Appendix 5.1 The Interview of T1, May 25<sup>th</sup>, 2015)

Based on the interview of teacher illustrated above, it shows that the tense forms were not explained directly to students. Yet, the tense forms were taught through writing activities where the teacher guide the students to construct a sentence based on the situation and the context and followed by the teacher explanation. In this



case, the teacher and the students were taking turn to make several sentences related to the topic discussed then translating the sentences into English. Moreover, the pictures that were brought by the teacher facilitated the students to construct a sentence.

Regardless with the interview of teacher above, his explanation about the implementation of teaching grammar in context through writing activities showed that the teaching of grammar was implicitly although the teacher stated explicitly the kind of tense was at the end of the lesson the implementation of teaching grammar in context through writing activities.

Shortly, the explanation about the process of implementing teaching grammar in context through writing activities could be summarized as follows:

### The Implementation of Teaching Grammar in Context through Writing Activities

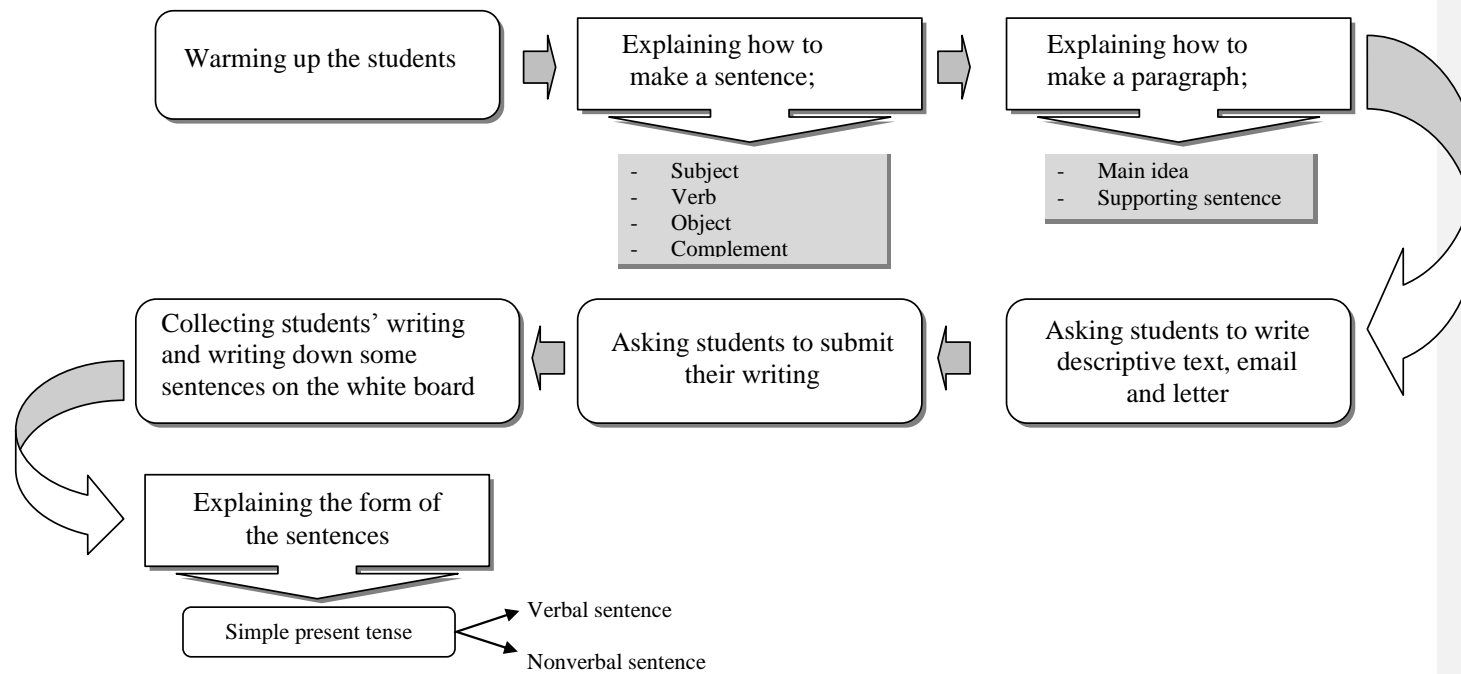


Figure 4.2 The Implementation of Teaching Grammar in Context

b. The kinds of writing activities

The activities of teaching grammar in context through writing activities are writing letter, descriptive text and e-mail. It can be seen from the interview transcription where the teacher explained writing activities as the following quote.

*“...deskriptif teksji de sama menulis surat karena mereka kan masih kelas 7. Itupun sudah berdasarkan silabus dan buku paket yang di jadikan pedoman dalam mengajar Bahasa Inggris di sekolah ini.”*

[... only a descriptive text and writing a letter since they are still at 7<sup>th</sup> grade (first grade of junior high school). Moreover, it is based on the syllabus and the text book that are made as guidance in teaching English at school.] (Appendix 5.1 The Interview of T1, May 25<sup>th</sup>, 2015)

In supplementing the data interview related the kinds of writing activities, the researcher also found the data from interviewing the students. The following represents the quotation interview:

*“...deskriptif teksji kakak dengan surat.”*

[...only descriptive text and letter.] (Appendix 6.4. The Interview of S4, May 25<sup>th</sup>, 2015)

It also supported by other statement of the students that writing activities are writing letter, descriptive text and e-mail. The transcription of interview about the students' statement can be seen in the following quote:

*“Deskriptif teks, surat dan e-mail.”*

[Descriptive text, letter and e-mail.] (Appendix 6.1. The Interview of S1, May 25<sup>th</sup>, 2015)

To strengthen the statement, the researcher asked the students about what kind of the descriptive text and letter that they usually write. The researcher found that the kinds of descriptive text are descriptive text about parts of the body, family and public place. Then, the letter is about daily activities. It can be seen with the quotation interview of student said:

*“...deskriptif teks tentang anggota tubuh kakak, keluarga, tempat di sekitar kita. ...kalau suratnya kita di suruh menulis surat yang isinya tentang kegiatan kita sehari-hari terus itu surat seolah untuk teman yang baru kita kenal kakak, terus kalau e-mailnya samaji kayak surat yang beda cuman medianya kan kakak.”*

[...descriptive text about parts of the body, family, public place....if the letter we are asked to write a letter about our daily activities likely for our new friend, and the e-mail same as the letter, the difference is only the media.] (Appendix 6.1. The Interview of S1, May 25<sup>th</sup>, 2015)

Consequently, the findings above can be summarized with the following framework as follows:

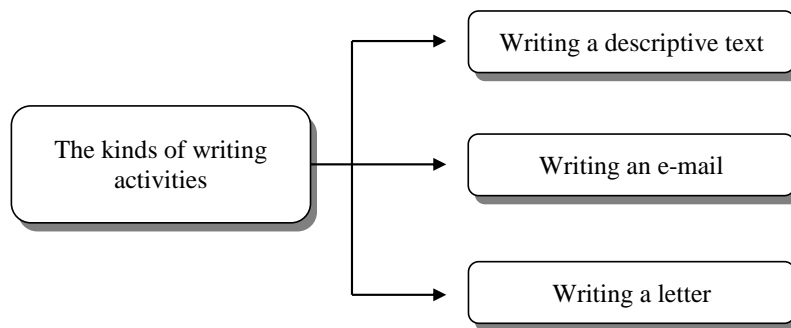


Figure 4.3 The Kinds of Writing Activities

In teaching grammar in context through writing descriptive text, the teacher asked the students to mention vocabulary related to the topic given such as, parts of body, family and public place. After that, the students were taught about to be, personal pronoun and adjective that usually used in the topic given. The students also found out the antonym of the adjective mentioned. Then, the teacher arranged the words before in the sentences and asked the students to make paragraph about the topic given before.

Besides, in teaching grammar in context through writing e-mail and letter are the same, the difference is just the media. A letter using paper and pen while an e-mail using computer or laptop and internet connection. The teacher asked the students to mention vocabulary related to their daily activities. After that, the teacher arranged the words mentioned in the sentences and asked the students to write letter and e-mail.

## **2. The advantages of teaching and learning grammar in context through writing activities**

The data from the interview had shown that there are two advantages of teaching and learning grammar in context through writing activities. Those advantages are advantages of teaching and advantages of learning.

### **a. Advantages of teaching grammar in context through writing activities**

Based on the interview conducted between the researcher and the English teacher, it shows that English teacher have their own perception about the advantages

of teaching grammar in context through writing activities. The transcription of interview about the advantages of teaching grammar in context through writing activities can be seen in the following interview quotes:

*“...kalau kelebihannya buat saya sebagai pengajar,yah,,saya jadi lebih kreatif dalam memmbawakan materi pelajaran bahasa inggris khususnya grammar.”*

[...the advantages for me as a teacher is I become more creative in teaching English especially grammar] (Appendix 5.1 The Interview of T1. May 25<sup>th</sup>, 2015)

The advantage of teaching grammar in context through writing activities based on the teacher's point of view is the teacher become more creative in teaching English especially grammar in the classroom.

b. Advantages of learning grammar in context through writing activities

The students also become a focus of this research. Based on the interview conducted among the researcher, the teacher and the students, the researcher found that there are some advantages of learning grammar in context through writing activities. Those advantages can be seen from the interview transcript below:

*“...Siswa lebih termotivasi dalam belajar bahasa inggris karena kalau diajarkan degan cara seperti ini mereka melihat pelajaran bahasa inggris dari sisi yang berbeda. Pelajaran bahasa inggris menjadi lebih menarik dari yang biasa mereka dapatkan.”*

[...students are more motivated in learning English since the way of teaching seems from different side. The English subject become more interesting than usual they got.] (Appendix 5.1.The Interview of T1, May 25<sup>th</sup>, 2015)

The teacher also adds his opinion to strengthen his opinion before by stating:

*“...Terus kelebihanannya buat siswa mereka lebih semangat dan senang dalam belajar grammar karena tidak perlu hafal rumusnya tenses, siswa lebih aktif dalam kelas, dan mereka lebih cepat paham dengan metode seperti ini dari pada metode menghafal rumus, kalau menghafal rumus cepatji nalupa biasa.”*

[...then, the advantages for students, they are more spirit and happier in learning grammar since they don't need to memorize the tenses' pattern, students is more active in the classroom, and they easy to understand by using this method than memorizing pattern method, if memorizing the pattern is usually easy to forget] (Appendix 5.1.The Interview of T1, May 25<sup>th</sup>, 2015)

The advantages of learning grammar in context through writing activities based on the students' point of view are the students don't need to memorize the formula and they are more motivated in learning English because the example given based on their daily experience. The transcription of interview can be seen in the following interview quotes:

*“...siswa tidak perlu menghafal rumus tenses seperti yang biasa mungkin ade dapat waktu sekolah menengah dulu, terus siswa juga lebih termotivasi dalam belajar bahasa Inggris karena mereka di berikan contoh sesuai apa yang mereka alami dalam kehidupan sehari-harinya.”*

[...the students don't need to memorize the formula as you used to get in junior high school, the students also more motivated in learning English since they were given example based on their in their daily experience.] (Appendix 6.1.The Interview of S1. May 25<sup>th</sup>, 2015)

This statement also completed by the other students as the following quotes:

*“...Manfaatnya, saya lebih enjoy belajar grammar sekarang kakak karena tidak perlu meka menghafal rumus.”*

[...the advantages, I feel more enjoy in learning grammar now sister because no need to memorize the pattern.] (Appendix 6.3 The Interview of S3, June 5<sup>th</sup>, 2015)

Similarly, in other interview was stated by other student.

*“...Manfaatnya, lebih santai di dirasa belajar grammar kakak karena tidak perlu meki menghafal rumus.”*

[...the advantages, we feel more relax in studying grammar because I don't have to memorize the pattern.] (Appendix 6.4 The Interview of S4, June 5<sup>th</sup>, 2015)

In the other word, the students' were positively affected by the method used by their teacher.

### **3. The difficulties faced by the students in learning grammar in context through writing activities**

Besides the advantages of teaching grammar in context through writing activities, the students also faced some difficulties in learning grammar through this method. The difficulties are the students' lack of vocabulary and limited time. This is what the student said:

*“...Kalau menurut saya sih, kesulitannya itu cuma karena saya kekurangan kosakata bahasa inggris kakak sama waktu yang terbatas, biasa belum peki selesai menulis ih habismi waktunya kakak.”*

[...In my point of view, the difficulties only because I lack English vocabulary sister and limited time, sometimes we haven't done the writing and the time is over.] (Appendix 6.4.The Interview of S4, June 5<sup>th</sup>, 2015)

Similarly, in other interview was stated by other student.

*“...Sulitka kakak kalau mengarang karena sedikitji waktunya, na kalau mengarangki seringki buka-buka kamus, habis di situji waktuta kakak karena masih banyak kata yang tidak di tau bahasa inggrisnya apa kakak.”*

[...it is difficult for me to write because of limited time, we often open a dictionary if we write and mostly we are spending the time doing in that activity because there are some words we don't know in English] (Appendix 6.2.The Interview of S2, June 5<sup>th</sup>, 2015)



## **B. Discussion**

This part discusses the analysis of the data presentations from the research questions addressed. The discussion is divided into three parts based on the research questions of this research; the implementation of teaching grammar in context through writing activities, the advantages of teaching and learning grammar in context through writing activities and difficulties faced by the students in learning grammar in context through writing activities.

### **1. The implementation of teaching grammar in context through writing activities**

Based on the findings presented previously, the teacher stated that the implementation of teaching grammar in context through writing activities in Madrasah Tsanawiyah Negeri Model Makassar was consisted of several phases. The process of teaching grammar in context through writing activities was started by warming up the students with several questions related to the topic that would be given. In this case, the students have had chance to explore their vocabulary before they started to do writing. Afterwards, the teacher gave explanation on how to construct the students' idea become sentence and a good paragraph. Regardless of this case, it can be inferred that the way of teaching grammar in this process of learning was the teaching grammar in context through writing activities. Regarding to implementation of teaching grammar in context through writing activities at Madrasah Tsanawiyah Negeri Model Makassar, it is supported by the article from

Trinity TESOL Study Resource (2009: 3-4) which described the process of teaching grammar in context through writing activities in several phases. All clarification and practice of grammar, both use and form, should start from a context or a situation where the language is naturally used. If the teacher is planning a lesson on the present perfect with 'for' and 'since', the teacher needs to think of a situation when he would use this language in real life. For example, it is used when people talk about how long they have had their jobs or possessions. The teacher does this, for example, when describing our lives so we can take a biography as our context. In a lesson on the present simple used for describing habits, the context could be someone writing a letter to a new pen friend, telling them about a typical day at school/work. At the beginning of the lessons, the context could be set by using pictures, realia (real life objects), a situation, a written text, a recorded dialogue, a video clip, etc.

The context should be interesting and engaging for the particular group of learners, and it should also provide a useful model for how learners can go on to using the target language in a personalized and meaningful way.

## **2. The advantages of teaching and learning grammar in context through writing activities**

The advantages of teaching and learning grammar in context through writing activities based on research findings consist of two advantages. Those advantages are advantages of teaching and advantages of learning. The advantage of teaching is the teacher become more creative in teaching English especially grammar in the

classroom. While the advantages of learning are the students don't need to memorize the formula and they are more motivated in learning English because the example given based on their daily experience. This is supported by Pingle (2013: 31) who found in her research about the advantages of teaching grammar in context by comparing the statement from many researchers. Conversely, other researchers and teacher believe that students learn grammar best by situating grammar instruction in the context of reading and writing, and these researchers and teacher have controlled studies and a body of literature on their side. Immersing students in authentic reading and writing activities, using mini-lessons to teach grammatical concepts, and showing applied grammatical concepts in real life leads to better student writing. Teacher must also focus on the individual writing needs of their students and stop seeing grammar instruction as a hunt for errors. Many prominent teachers in the field of English have designed effective lesson plans that teach grammar in this way. Students will be more motivated to write and will become better writers if grammar is taught in an incorporated setting.

In summary, relevant research on the teaching of grammar has shown that traditional grammar instruction focused on memorization and isolated drills is not effective at helping students learn grammar and improve their writing skills. Instead, teaching grammar in context is much more effective. Teaching grammar in context involves immersing students in authentic reading and writing opportunities, teaching grammatical concepts through brief mini-lessons, and showing applied grammatical concepts in real life. It also involves teacher focusing on the individual grammar

needs of their students, along with re-conceptualizing their thoughts about student errors in writing. Teacher need to stop seeing grammar instruction as an error hunt and instead discover the underlying reasons for different errors and support students in fixing these errors and eliminating them from their future writing. There are many strategies out there for teacher to use to teach grammar in context, so teacher are not alone in this endeavor. If educators teach grammar in context, their students will become better writers and will be more motivated to write.

### **3. The difficulties faced by the students in learning grammar in context through writing activities**

Besides the advantages of teaching grammar in context through writing activities, the students also faced some difficulties in learning grammar through this method. The difficulties faced by the students on the research findings are the students' lack of vocabulary and limited time.

The students feel difficult because they lack of vocabulary. In constructing a good writing, vocabulary is the most important part. In writing activities, sometimes they often open dictionary looking for the English translation. The limited time given is also become students' difficulty in learning grammar in context through writing activities because they have to find the word translation in the dictionary one by one. Mostly of the time are used to open the dictionary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of the conclusion and implication of the research findings, suggestion regarding the findings for the improvement of the teaching of English and recommendation for further research in the same area.

#### **A. Conclusion**

Based on the research findings and discussion in the previous chapter, the study has come out with the following conclusions:

1. The implementation of teaching grammar in context through writing activities at MTsN Model Makassar consisted of warming up the students, explaining how to make a sentence, explaining how to make a paragraph, asking students to write, asking students to submit their writing, collecting students' writing and writing down some sentences on the whiteboard, and explaining the form of the sentences. The kinds of writing activities are writing descriptive text, writing letter and writing e-mail.
2. The advantages of teaching grammar in context through writing activities is the teacher become more creative in teaching English especially grammar in the classroom and the advantages of learning grammar in context through writing activities are the students don't need to memorize the formula and they are more

motivated in learning English because the example given based on their daily experience.

3. The difficulties faced by the students in learning grammar in context through writing activities are the students' lack of vocabularies and limited time given.

### **B. Suggestion**

For the improvement of teaching grammar method, the researcher suggests the following:

1. The implementation of teaching grammar in context through writing activities dealing with several stages such as; warming up the students, explaining how to make a sentence, explaining how to make a paragraph, asking students to write, asking students to submit their writing, collecting students' writing and writing down some sentences on the whiteboard, and explaining the form of the sentences should be applied in teaching and learning process especially in teaching grammar since those stages could help students in mastering grammar.
2. It is suggested to expose the advantages of teaching and learning grammar in context through writing activities. By knowing the advantages of teaching and learning grammar in context through writing activities, the teaching and learning process would be fun and enjoyable.

3. It is very essentially to know the difficulties faced by students' in learning grammar in context through writing activities. Those difficulties are lack of vocabulary and limited time given.

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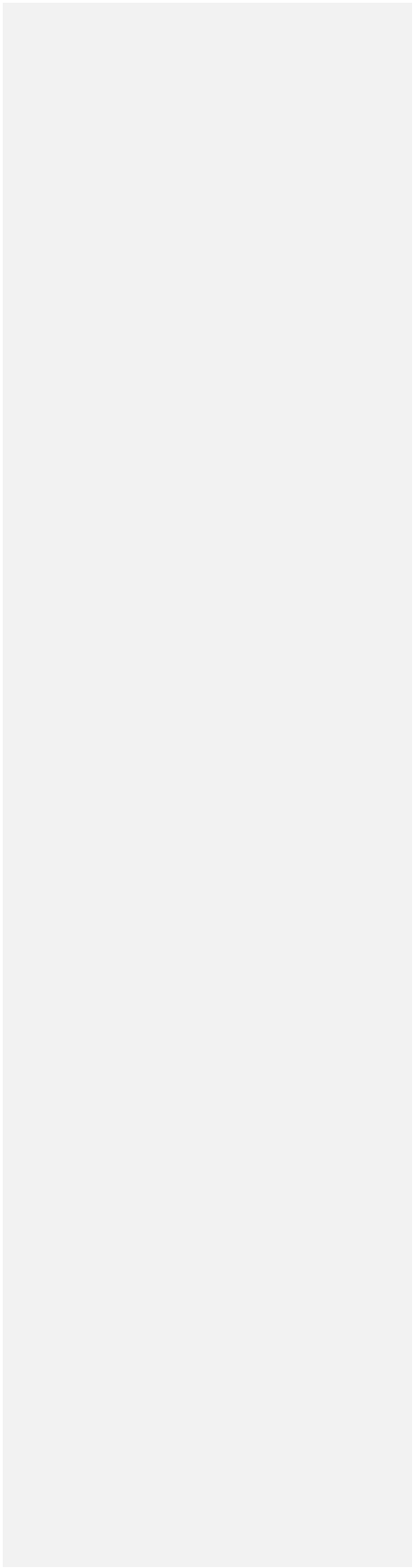
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**APPENDICES**



## Appendix 1. Research Instrument

## FIELD NOTE

School	:
Teacher	:
Class	:
Date	:
Time	:

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## Appendix 2. Teachers' Guide Line Interview

### GUIDE LINE INTERVIEW

#### English Teachers' Perceptions of the Implementation and Advantages of Teaching Grammar in Context through Writing Activities

Time of Interview : .....

Date : .....

Place : .....

Interviewer : .....

Interviewee : .....

Position of Interviewee ..... :

- 
1. Apa pendapat Bapak/Ibu tentang pengajaran grammar secara konteks melalui kegiatan-kegiatan menulis?
  2. Mengapa Bapak/Ibu memilih pengajaran grammar secara konteks dari pada metode yang lain?
  3. Apa yang membuat Bapak/Ibu tertarik dengan metode ini?
  4. Kegiatan menulis apa saja yang biasa Bapak/Ibu berikan kepada siswa?
  5. Menurut Bapak/Ibu bagaimana respon siswa terhadap metode ini?

6. Menurut Bapak/Ibu, apa kelebihan dari pengajaran grammar dalam konteks melalui kegiatan menulis?



### Appendix 3. Students' Guide Line Interview

#### GUIDE LINE INTERVIEW

---

##### Students' Perceptions of the Advantages and Difficulties of Teaching Grammar in Context through Writing Activities

Time of Interview : .....

Date : .....

Place : .....

Interviewer : .....

Interviewee : .....

Position of Interviewee ..... :

---

1. Seberapa sering guru Anda memberikan latihan menulis?
2. Kegiatan menulis seperti apa yang biasa diberikan oleh guru Anda?
3. Apakah Anda senang dengan metode/ cara mengajar yang digunakan guru Anda?
4. Bagaimana pendapat Anda tentang metode/ cara mengajar tersebut?
5. Menurut Anda, manfaat apa yang Anda peroleh dengan metode/ cara belajar tersebut?
6. Menurut Anda, kesulitan apa yang Anda alami dalam belajar dengan metode/ cara belajar tersebut?

## 7. Appendix 4. Field Note

### 8. FIELD NOTE 01

School	: MTsN Model Makassar
Teacher	: Asriadi, S.Pd.
Class	: VII 1
Date	: 6/4/2015
Time	: 12.45

At 12.45 p.m., the researcher and the teacher entered to the class VII 1. When teacher came and stood up in front of his desk, one student led his friends to stand up and said greeting to teacher, teacher answered their greeting. Then he checked the attendance list. Total of students were 30 students but three students were sick.

Teacher started his lesson by giving information about their material “descriptive text”. The students were paying attention to the teacher’s explanation about the structure of descriptive text. Then, he continued to explain the material and asked the students to give example of descriptive text. Besides, he commanded to repeat the explanation before. The students looked carefully to descriptive text in activity 2 and then they identified the structure of the text. He also asked to one of students to share books to his friends. The students identified adjective in descriptive text “My Shaun the Sheep Bolster’ (activity 3). The students also identified antonym from some words (activity 4). The students identified adjective in descriptive text under the title “My New Backpack” and then looked for the antonym of the word. Both the teacher and students were active in the classroom or

learning process.

After students did all activities, the teacher commanded to submit their book to be checked in the other time. Then, he explained about the material for next week. At 14.00 p.m. he finished her lesson. The teacher closed the lesson today by salam and students answered by salam also.

**Comment [U1]:** Implementation of teaching grammar in context through writing activities

9.

#### 10. FIELD NOTE 02

School	: MTsN Model Makassar
Teacher	: Asriadi, S.Pd.
Class	: VII 1
Date	: 12/4/2015
Time	: 12.45

At 12.45 p.m the teacher came and stood up in front of her desk. One student led his friends to stand up and said greeting to the teacher, he answered their greeting. Then he checked the attendance list.

The teacher started new lesson. He asked the students about their daily activities. The students answered enthusiastically by various answer in Bahasa Indonesia while the teacher was writing the students' answer on the whiteboard. After that, they (teacher and students) translate the answer into English. Sometimes, the teacher asked the students one by one to translate it into English. After translating the answer the teacher explained the position of the words in the sentences. The next activity was writing a letter to a new friend it was about 10 minutes. The topic of the letter was about the students' daily activities. The students did the activity while the teacher was monitoring their students in the classroom. The students were noise in doing

the exercise. Then the teacher warned to his students to keep silent. The students who have done the exercise directly giving to the teacher to be checked. Because of the limited time, the teacher didn't check all the students' exercises.

At the end, he shared students' exercises and he finished his lesson by saying goodbye.

**Comment [U2]:** Implementation of teaching grammar in context through writing activities

11.

### 13. Appendix 5. Interview of Teacher

14. Time of Interview ..... :

10.00

15. Date : May 25th, 2015

16. Place : MTsN Model Makassar

17. Interviewer : Fadliah Magfirah/Researcher (Rr)

18. Interviewee : **T1**

19. Position of Interviewee ..... :

English Teacher

20. Rr: Apa pendapat anda tentang pengajaran grammar secara konteks melalui kegiatan-kegiatan menulis?

21. T1: Sangat bagus. Saya bilang begini berdasarkan pengalaman mengajar di kelas juga. Kalau anak-anak diajarkan grammar secara konteks mereka lebih senang karena mereka tidak diberikan rumus-rumus tenses yang kadang memkakat anak-anak bingung bahkan tidak tertarik untuk belajar bahasa Inggris.

22. Rr: Oooo,,, begitu kak di,,,

23. T1: Iye,,

24. Rr: Terus, kenapa kita pilih pengajaran grammar secara konteks dari pada metode yang lain kak??

25. T1: Karena di sekolah ini anak-anak sudah terlalu banyakmi hafalannya kasian. Apalagi sekolah kita ini berbasis agama,manami hafalan juz ammanya,adami juga hafalan haditsnya,hafalan bahasa arabnya, hafalan speaking, dan masih banyak hafalan yang lain. Kalau saya mengajarkan grammar dengan metode konvensional mereka bisa tambah stress melihat rumus-rumus yang ada. Adami juga rumus matematika dan fisika. Nah,,, kalau ditambahmi juga rumus bahasa Inggris anak-anak bisa kewalahan. Jadi, saya memelih metode ini agar anak-anak tidak merasa terbebani dalam belajar.

26. Rr: Jadi, apa yang membuat kakak tertarik dengan metode ini?

27. T1: Seperti yang saya bilang tadi, kalau kita mengajar dengan cara ini kita tidak perlu menggunakan rumus-rumus tenses. Cukup kita

**Comment [U3]:** Advantages of teaching grammar in context through writing activities for students

**Comment [U4]:** Advantages of teaching grammar in context through writing activities for students

jelaskan tenses itu digunakan dalam konteks apa atau situasi apa. Misalnya, kalau kita mengajarkan tentang simple present, kita arahkan anak-anak kepada kebiasaan mereka dalam kehidupan sehari-hari. Contoh, saya beri contoh ke anak-anak “saya pergi ke sekolah jam 7 pagi” terus saya mereka apa bahasa Inggrisnya. Setelah di bahasa inggris, saya beri mereka beberapa contoh kalimat biasa juga siswa yang saya minta memberi contoh kalimatnya kemudian di translate secara bersama-sama. Biasa juga saya bawa gambar anak-anak terus saya minta kakat kalimat sesuai dengan gambar yang ada. Nanti setelah banyak kalimat yang dikakat barumi kita jelaskan ke siswa kedudukan tiap kata yang ada dalam kalimat tersekat. Begitu de’.

**Comment [U5]:**

28. Rr: Kegiatan menulis apa saja yang biasa kakak berikan kepada siswa?

**Comment [U6]:** Implementation of teaching grammar in context through writing activities

29. T1: Karena mereka masih kelas 7 yah saya berikan sesuai level mereka dan sesuai silakaks dan kakku paket yang ada. Kalau untuk kelas 7 materinya masih sebatas simple present di kakku panduan belajarnya. Jadi, kegiatan meulis yang saya kasi yah sebatas menulis surat, memkakat teks deskriptif yang menggambarkan suasana kelas, keluarga, anggota badan, dll.

**Comment [U7]:** Implementation of teaching grammar in context through writing activities

30. Rr: Jadi, bagaimana respon siswa terhadap metode ini kak?

31. T1: Sepanjang yang saya lihat dan rasakan, respon dari siswa itu positif. Mereka senang belajar bahasa Inggris dengan metode yang saya terapkan.

32. Rr: Bagus itu kak kalau begitu responnya siswa-siswata.

33. T1: Iya, alhamdulillah de, senang juga rasanya sebagai pengajar kalau yang diajar itu merasa puas.

34. Rr: Iye kak. Menurut kakak, apa kelebihan dari pengajarn grammar secara konteks melalui kegiatan menulis?

35. T1: Yah itumi tadi de, banyak kelebihannya de. Kalau kelebihannya buat saya sebagai pengajar, yah,, saya jadi lebih kreatif dalam memmbawakan materi pelajaran bahasa inggris khususnya grammar. Terus terang waktu saya sekolah dulu saya tidak senang kalau di suruh menghafal rumus tenses, yah saya maunya langsung praktek saja. Jadi, dari dulu saya berniat kalau saya jadi guru nanti saya tidak mau mengajar dengan cara seperti ini, saya tidak mau anak didik saya merasakan apa yang saya alami dulu hehehe,,, Terus kelebihannya buat siswa mereka lebih semangat dan senang dalam belajar grammar karena tidak perlu hafal rumusnya tenses, siswa lebih aktif dalam kelas, dan

**Comment [U8]:** Advantages of teaching grammar in context through writing activities for English teacher

mereka lebih cepat paham dengan metode seperti ini dari pada metode menghafal rumus, kalau menghafal rumus cepat tapi lupa biasa.

36. siswa juga tidak perlu menghafal rumus tenses seperti yang biasa mungkin ade dapat waktu sekolah menengah dulu, terus siswa juga lebih termotivasi dalam belajar bahasa Inggris karena mereka diberikan contoh sesuai apa yang mereka alami dalam kehidupan sehari-harinya.

37. Rr: Oooo,,, Makasih banyak ini kak atas bantuan dan informasinya, atas kesediaan waktunya untuk melakukan wawancara.

38. T1: Iya, sama-sama deh, senang juga bisa membantu ade.

39.

**Comment [U9]:** Advantages of learning grammar in context through writing activities

**Comment [U10]:** Advantages of teaching grammar in context through writing activities for students

#### 41. Appendix 6. Interview of Students

##### 42. Appendix 6.1

43. Time of Interview ..... :

11.00

44. Date : June 5<sup>th</sup>, 2015

45. Place : MTsN Model Makassar

46. Interviewer : Fadliah Magfirah/Researcher (Rr)

47. Interviewee : S1

48. Position of Interviewee ..... :

Student

---

49. Rr: Seberapa sering guru ade memberikan latihan menulis?

50. S1: Agak sering kak. Tergantung activity yang ada di buku paket kakak. Kan di situ sudah adami di bagi-bagi activitynya.

51. Rr: Kegiatan menulis seperti apa yang biasa diberikan oleh guru ade?

52. S1: deskriptif teksji kakak dengan surat.

53. Rr: deskriptif teks yang kayak bagaimana itu de?

54. S1: deskriptif teks tentang anggota tubuh kakak, keluarga, tempat di sekitar kita.

55. Rr: Kalau suratnya?

56. S1: kalau suratnya kita di suruh menulis surat yang isinya tentang kegiatan kita sehari-hari terus itu surat seolah untuk teman yang baru kita kenal kakak.

57. Rr: Apakah ade senang dengan cara mengajar guru ade?

58. S1: Senang sekali kakak, simpleki kurasa nah kakak.

59. Rr: bagaimana pendapat ade tentang metode atau cara menagajar guru ade?

60. S1: Baguski kakak karena tidak perlu hafal rumus-rumus tenses yang susahnya Subhanallah!!!

61. Rr: Begitukah de?

62. S1: Iye kakak,,,



63.Rr: Menurut ade manfaat apa yang ade peroleh dengan cara mengajar yang guru ade gunakan?

64.S1: Manfaatnya, saya lebih enjoy belajar grammar sekarang kakak karena tidak perlu meka menghafal rumus. Buntu otakku kalau di sruhka menghafal kakak hehehe,,,

**Comment [U11]:** Advantages of learning grammar in context through writing activities

65.Rr: Menurut ade, kesuliatyan apa yang ade alami dalam belajar degan menggunakan cara belajar tersebut?

66.S1: Kalau menurut saya sih, kesuliatannya itu Cuma karena saya kekurangan kosakata bahasa inggris kakak sama waktu yang terbatas,biasa belum peki selesai menulis ih habismi waktunya kakak..

**Comment [U12]:** Difficulties faced by the students in learning grammar in context through writing activities

67.Rr: Terima kasih untuk informasinya ade...

68.S1: Sama-sama kakak

70. *Appendix 6.2*

71. Time of Interview ..... :

11.10

72. Date : June 5<sup>th</sup>, 2015

73. Place : MTsN Model Makassar

74. Interviewer : Fadliah Magfirah/Researcher (Rr)

75. Interviewee : S2

76. Position of Interviewee ..... :

Student

77. Rr: Seberapa sering guru ade memberikan latihan menulis?

78. S2: Agak sering kak. Tergantung activity yang ada di buku paket kakak. Kan di situ sudah adami bagiannya masing-masing kakak, ada reading, listening, speaking and writing.

79. Rr: Kegiatan menulis seperti apa yang biasa diberikan oleh guru ade?

80. S2: deskriptif teks, surat dan e-mail.

81. Rr: deskriptif teks yang kayak bagaimana itu de?

82. S2: deskriptif teks tentang anggota tubuh kakak, keluarga, tempat di sekitar kita.

83. Rr: Kalau surat dan e-mailnya?

84. S2: kalau suratnya kita di suruh menulis surat yang isinya tentang kegiatan kita sehari-hari terus itu surat seolah untuk teman yang baru kita kenal kakak, terus kalau e-mailnya samaji kayak surat yang beda cuman medianya kan kakak.

85. Rr: Apakah ade senang dengan cara mengajar guru ade?

86. S2: Senang sekali kakak, tidak bosan dan tidak dihantuiki sama rumus-rumus kakak hehehe.

87. Rr: bagaimana pendapat ade tentang metode atau cara menagajar guru ade?

88. S2: Baguski kakak karena dia mengajar tidak ada rumus na pakekan ki kalau mengajarki.

89. Rr: Begitukah de?

90. S2: Iye kakak,,,

91.Rr: Menurut ade manfaat apa yang ade peroleh dengan cara mengajar yang guru ade gunakan?

92.S2: Manfaatnya, belajar grammar dengan cara seperti ini membuat kita merasa nyaman di kelas jauh dari hantu rumus kakak hehehe. Terus cara seperti ini lebih efektif kakak karena cepatkan paham tentang grammar.

**Comment [U13]:** Advantages of learning grammar in context through writing activities

93.Rr: Menurut ade, kesulitan apa yang ade alami dalam belajar dengan menggunakan cara belajar tersebut?

94.S2: Sulitka kakak kalau mengarang karena sedikit waktu,na kalau mengarangki seringki buka-buka kamus,habis di situ waktu kakak karena masih banyak kata yang tidak di tau bahasa inggrisnya apa kakak

**Comment [U14]:** Difficulties faced by the students in learning grammar in context through writing activities

95.Rr: Terima kasih untuk informasinya ade...

96.S2: your welcome sister,,,

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119. *Appendix 6.3*

120. Time of Interview ..... :

11.20

121. Date..... :

June 5<sup>th</sup>, 2015

122. Place..... :

MTsN Model Makassar

123. Interviewer..... :

Fadliah Magfirah/Researcher (Rr)

124. Interviewee ..... :

S3

125. Position of Interviewee..... :

Student

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126. Rr: Seberapa sering guru ade memberikan latihan menulis?

127. S3: Sering-seringji iya kak. Kadang dari buku paket, kadang juga dari workbook kakak.

128. Rr: Kegiatan menulis seperti apa yang biasa diberikan oleh guru ade?

129. S3: surat sama deskriptif teks kakak.

130. Rr: deskriptif teks yang kayak bagaimana itu de?
131. S3: deskriptif teks tentang anggota tubuh kakak, binatang, keluarga,tempat di sekitar kita.
132. Rr: Kalau suratnya?
133. S3: kalau suratnya kita di suruh menulis surat yang isinya tentang kegiatan kita sehari-hari terus itu surat seolah untuk teman yang baru kita kenal kakak.
134. Rr: Apakah ade senang dengan cara mengajar guru ade?
135. S3: Senang dan ku suka sekali kakak cara mengajarnya, langsungki paraktek jadi kita juga lebih aktif di kelas.
136. Rr: bagaimana pendapat ade tentang metode atau cara menagajar guru ade?
137. S3: Baguski kakak karena itumi tadi langsungki praktek berdasarkan situasi atau contoh yang dikasi ki sama guru kakak.
138. Rr: Begitukah de?
139. S3: Iye kakak,,,
140. Rr: Menurut ade manfaat apa yang ade peroleh denagan cara mengajar yang guru ade gunakan?
141. S3: Manfaatnya, saya lebih enjoy belajar grammar sekarang kakak karena tidak perlu meka menghafal rumus. Buntu otakku kalau di suruhka menghafal kakak hehehe,,,
142. Rr: Menurut ade, kesulitan apa yang ade alami dalam belajar degan menggunakan cara belajar tersebut?
143. S3: kesulitannya itu cuma karena saya kekurangan kosakata bahasa inggris kakak sama waktu yang terbatas.
144. Rr: Terima kasih untuk informasinya ade...
145. S3: Dengan senang hati kakak.
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- 151.
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- 153.

**Comment [U15]:** Advantages of learning grammar in context through writing activities

**Comment [U16]:** Advantages of learning grammar in context through writing activities

**Comment [U17]:** Difficulties faced by the students in learning grammar in context through writing activities

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171. *Appendix 6.4*

172. Time of Interview ..... :

11.30

173. Date..... :

June 5<sup>th</sup>, 2015

174. Place..... :

MTsN Model Makassar

175. Interviewer ..... :

Fadliah Magfirah/Researcher (Rr)

176. Interviewee ..... :

S4

177. Position of Interviewee ..... :

Student

178. Rr: Seberapa sering guru ade memberikan latihan menulis?

179. S4: Agak sering kak. Tergantung activity yang ada di buku paket kakak. Kan di situ sudah adami di bagi-bagi activitynya.

180. Rr: Kegiatan menulis seperti apa yang biasa diberikan oleh guru ade?

181. S4: deskriptif teksji kakak dengan surat.

182. Rr: deskriptif teks yang kayak bagaimana itu de?

183. S4: deskriptif teks tentang anggota tubuh kakak, keluarga,tempat di sekitar kita.

184. Rr: Kalau suratnya?

185. S4: kalau suratnya kita di suruh menulis surat yang isinya tentang kegiatan kita sehari-hari terus itu surat seolah untuk teman yang baru kita kenal kakak.

186. Rr: Apakah ade senang dengan cara mengajar guru ade?

187. S4: Senang sekali kakak, simple dan tidak membosankan kakak.

188. Rr: bagaimana pendapat ade tentang metode atau cara mengajar guru ade?

189. S4: Bagusji kakak karena tidak perlu hafal rumus-rumus tenses yang susahnya minta ampun, baru kalau sudah dihafal cepati lagi di lupa kakak !!! tidak kayak di tempat bimbelku kakak pake rumus-rumus kalau mengajarki,nda kususka sekali,mahalnyami lagi dibayar.

190. Rr: Begitukah de?

191. S4: Iye kakak,,,

192. Rr: Menurut ade manfaat apa yang ade peroleh dengan cara mengajar yang guru ade gunakan?

**Comment [U18]:** Advantages of learning grammar in context through writing activities

193. S4: Manfaatnya, lebih santai di dirasa belajar grammar kakak karena tidak perlu meki menghafal rumus.
194. Rr: Menurut ade, kesulitan apa yang ade alami dalam belajar dengan menggunakan cara belajar tersebut?
195. S4: Kalau menurut saya sih, kesulitannya itu cuma karena saya kekurangan kosakata bahasa inggris kakak sama waktu yang terbatas, biasa belum peki selesai menulis ih habismi waktunya kakak.
196. Rr: Terima kasih untuk informasinya ade...
197. S4: Sama-sama kakak

**Comment [U19]:** Advantages of learning grammar in context through writing activities

**Comment [U20]:** Difficulties faced by the students in learning grammar in context through writing activities